



CONTENTS

	<u>Page</u>
Highlights	iv
School Enrollment: 1950-60	1
Age-Grade Progress: 1950-60	2
Regional and Color Variations Among Rural-Farm Boys	16
Implications	16
Definitions and Explanations	20

ACKNOWLEDGMENTS

This report was prepared under the general direction of Louis J. Ducoff, Chief, Farm Population Branch. Calvin L. Beale, of the Farm Population Branch, and Charles B. Nam, of the Population Division, the Bureau of the Census, made a number of helpful comments.

August 1963

HIGHLIGHTS

Results of the 1950 and 1960 Censuses are used to compare the school progress of farm and nonfarm children in 1960 and to describe the changes that occurred over the decade. The basis of comparison is the enrollment of children of specific ages in specific grades. For children at each single age between 8 and 17, there is a two-grade span which includes the grades in which most children of a given age are enrolled. These two grades are referred to as the ones "expected" for a given age. Children enrolled in grades below those expected for their age are said to be "retarded" scholastically; those in grades above the expected are said to be "accelerated" scholastically.

Some highlights of the report follow.

1. Between 1950 and 1960, the proportion of rural-farm children enrolled in school increased substantially, particularly among those 16 and 17 years old. For example, the percentage of white farm boys 16 to 17 enrolled in school increased from about 65 in 1950 to 82 in 1960; comparable percentages for nonwhite farm boys were 53 and 70.

2. Over the 1950-60 decade considerable improvement took place in the proportion of children enrolled in grades expected for their age. Among children 14 and 15 years old, 81 percent of urban children and 77 percent of farm children were in expected grades in 1960; in 1950, comparable percentages were 71 and 58.

3. One of the major changes between 1950 and 1960 was the reversal of the position of rural-nonfarm and rural-farm children in age-grade school progress. In 1950, retardation rates were highest for farm children and lowest for urban children; by 1960, retardation rates for farm children were lower than those for rural-nonfarm residents, though still higher than those of urban children.

4. While retardation rates for all groups were lower in 1960 than in 1950, improvement was not so marked for nonwhites as for whites in the farm population. Among Southern farm boys, white-nonwhite differences in the percentage of 16 and 17 year olds in retarded grades were about the same in 1960 (37 percentage points) as in 1950 (39 percentage points).

5. In the North and West in 1960, the pattern of age-grade school progress of white farm boys was about the same as that for white urban boys in the U. S. as a whole. In the South, however, the pattern of progress for white farm boys was about the same as that of nonwhite urban boys in the rest of the United States.

AGE-GRADE SCHOOL PROGRESS OF FARM AND NONFARM YOUTH: 1960

James D. Cowhig
Farm Population Branch
Economic and Statistical Analysis Division
Economic Research Service

Questions concerning school enrollment and educational attainment are receiving more attention now than at any time in the past. Not only do substantial numbers of youths fail to complete high school, but many children enrolled in school are in a grade below that of most children of the same age. Previous research has shown marked differences in school progress between farm and nonfarm youths and between white and nonwhite children. ^{1/}

The purposes of this report are to examine census data on school enrollment for the farm and nonfarm school-age population of the U. S.; to determine some of the changes in enrollment and age-grade progress that have occurred since 1950; to describe variations in age-grade progress in school of farm and nonfarm children in 1960; and to show how these variations are associated with color and region of residence.

The data are from the 1950 and 1960 Censuses of Population. In both censuses, questions on school enrollment were asked for a sample of the population. The 1960 definition of farm residence was more restrictive than the definition used in 1950, but the effects of the change in definition on enrollment data are not known. (For a description of the source, comparability, and limitations of the data, see DEFINITIONS AND EXPLANATIONS, p. 20.)

Data on age-grade school progress are shown for both sexes, but the discussion is focused on males. Since boys enrolled in school in 1960 are now entering--and will continue to enter--the labor force on a full-time basis and will remain in the labor force for most of their lives, their educational background has more important implications for the quality of the labor force, for their own careers, and the well-being of their future families than does that of young women, only a minority of whom are employed at any given time. Although girls consistently show higher rates of acceleration and expected progress in school, the general patterns of age-grade school progress are similar for both sexes.

SCHOOL ENROLLMENT: 1950-60

Historical data on the proportion of the school-age population enrolled in school show a trend toward higher enrollment rates. ^{2/} By 1960, about 96 percent of the

^{1/} Bernert, Eleanor H. America's Children. New York. John Wiley & Sons, Inc., 1958. p. 64. James N. Ypsilantis collaborated in the preparation of Chapter 6, "Variations in Age-Grade School Progress." pp. 64-84. The present report makes extensive use of the Bernert-Ypsilantis work.

^{2/} For a discussion of trends in school enrollment from 1910 to 1950, see Ibid., pp. 43-45.

29.0 million white children 7 to 16 years old--the ages of compulsory school attendance in most States--and 94 percent of the 4.3 million nonwhite children in the same age group were enrolled in school. 3/

With four exceptions, rates of school enrollment were higher in 1960 than in 1950 for each of the age-sex-color-residence categories shown in table 1. The largest percentage-point increase in enrollment occurred among farm males, particularly those 16 and 17 years old. In 1960, contrary to the situation 10 years earlier, a larger percentage of white farm children than of white rural-nonfarm children were enrolled in school in each age group.

White-nonwhite differences in school enrollment in 1950 and 1960 show little change for children 8 to 13 and 14 and 15 years old (table 2). In both years, proportionately more whites than nonwhites were enrolled in school in each age group and in each residence category. In 1960 as in 1950 the greatest disparity between whites and nonwhites was among farm children 16 and 17 years old. Although nonwhite enrollment rates were higher in 1960 than in 1950, there was still a substantial white-nonwhite difference between the enrollment rates of 16 and 17 year olds in 1960.

The widest rural-urban differences in school enrollment rates are those for children 5 years old. In 1960, 52.5 percent of all urban children 5 years old, but only 28.9 percent of rural children the same age, were enrolled in school (data not shown). Since the great majority (85 percent) of 5 years olds in school are enrolled in kindergarten, it is clear that kindergarten enrollment is much more common in urban than in rural areas. This earlier enrollment of urban boys and girls may be one reason for the lower rates of retardation among urban children.

These data on school enrollment also supply some indirect and partial evidence on the scope of the drop-out problem. If viewed in percentage terms, the problem was less severe in 1960 than in 1950; that is, a higher proportion of children 16 and 17 were enrolled in school in 1960 than in 1950. Because of the larger number of children 16 and 17 in 1960, the number of youths of these ages not enrolled in school was about the same (1.1 million) in 1960 and in 1950.

AGE-GRADE PROGRESS: 1950 AND 1960

A child's progress in school is influenced by many considerations: His own ability and the use he makes of his ability; the standards of the school he attends and the course of study in which he is enrolled; the competence of instructional staff and adequacy of school facilities; school policies regarding promotion or acceleration; the social and economic circumstances of his family; and the emphasis his parents and peers place on formal education. Thus, a statistical description of age-grade school progress deals with but one measurable result of the interplay of many factors.

3/ In four States (Ohio, Oklahoma, Oregon, and Utah) school attendance is compulsory until age 18 for persons who have not completed high school. Five States (Arizona, California, Colorado, Pennsylvania, and Washington) do not require school attendance until the age of 8 years. All States provide exemptions from compulsory school attendance for reasons of physical or mental condition, for children who are receiving instruction by competent teachers in private, parochial, or parish school or at home, or for various other reasons. Several of the Southern States had special provisions exempting attendance in integrated schools, and Mississippi, South Carolina, and Virginia had no State provisions for compulsory school attendance in 1960. For detailed information on laws covering school attendance, see: Nelda Umbeck, State Legislation on School Attendance. OE-24000 (Jan. 1, 1960) U. S. Department of Health, Education, and Welfare.

Table 1.--Percent enrolled in school, urban and rural, by color, sex, and age,
United States, 1960 and 1950

Color, sex, and age	1960			1950			Change 1950-60		
	Urban	Rural nonfarm	Rural farm	Urban	Rural nonfarm	Rural farm	Urban	Rural nonfarm	Rural farm
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
White									
Male, 8-17 years	95.2	93.2	93.5	93.5	91.0	88.3	1.7	2.2	5.2
8-13	98.0	97.4	97.7	96.4	96.0	95.4	1.6	1.4	2.3
14-15	95.6	93.3	93.5	95.6	93.5	89.3	0.0	-0.2	4.2
16-17	84.3	78.3	81.5	81.8	70.9	65.4	2.5	7.4	16.1
16	89.0	84.5	85.0	87.2	79.3	71.3	1.8	5.2	13.7
17	79.6	72.1	77.8	76.5	62.9	59.3	3.1	9.2	18.5
Female, 8-17 years	94.6	93.7	94.8	92.7	91.3	90.8	1.9	2.4	4.0
8-13	98.1	97.6	97.8	96.5	96.3	95.7	1.6	1.3	2.1
14-15	95.0	93.3	94.3	94.9	92.5	91.1	0.1	0.8	3.2
16-17	81.6	79.3	85.4	78.4	72.3	74.0	3.2	7.0	11.4
16	87.4	84.8	89.1	85.0	78.7	79.0	2.4	6.1	10.1
17	76.0	73.8	81.5	72.2	66.0	68.5	3.8	7.8	13.0
Nonwhite									
Male, 8-17 years	92.8	88.9	88.6	90.9	85.4	83.3	1.9	3.5	5.3
8-13	96.6	94.9	94.7	95.6	92.7	92.5	1.0	2.2	2.2
14-15	92.4	86.9	87.3	93.4	86.4	82.2	-1.0	0.5	5.1
16-17	76.8	69.6	69.6	72.2	58.4	53.4	4.6	11.2	16.2
16	83.4	75.9	74.6	80.7	67.5	61.8	2.7	8.4	12.8
17	70.0	63.1	64.4	63.7	48.9	44.4	6.3	14.2	20.0
Female, 8-17 years	92.0	90.4	90.4	89.6	86.6	86.7	2.4	3.8	3.7
8-13	96.7	95.6	95.6	95.8	94.0	93.5	0.9	1.6	2.1
14-15	91.0	88.7	88.7	91.7	86.8	87.2	-0.7	1.9	1.5
16-17	73.5	72.1	74.2	67.9	60.7	61.9	5.6	11.4	12.3
16	80.7	77.9	79.7	76.4	68.7	69.4	4.3	9.2	10.3
17	66.3	66.1	68.6	59.4	52.4	53.7	6.9	13.7	14.9

Source: Data for 1950 derived from: U. S. Bureau of the Census. U. S. Census of Population: 1950. Vol. II, Characteristics of the Population, Part 1, United States Summary. 1953. Table 111. Data for 1960, from U. S. Bureau of the Census. U. S. Census of Population: 1960. Detailed Characteristics. United States Summary. Final Report PC(1)-1D. Table 168.

Table 2.--Ratio of white to nonwhite school enrollment percentages, urban and rural, by sex and age, United States, 1960 and 1950

Sex and age	1960			1950		
	Urban	Rural		Urban	Rural	
		Nonfarm	Farm		Nonfarm	Farm
Male	102.6	104.8	105.5	102.9	106.6	106.0
8-13 years	101.4	102.6	103.2	100.8	103.6	103.1
14-15	103.5	107.4	107.1	102.4	108.2	108.6
16-17	109.8	112.5	117.1	113.3	121.4	122.5
Female	102.8	103.6	104.9	103.5	105.4	104.7
8-13 years	101.4	102.1	102.3	100.7	102.4	102.4
14-15	103.5	106.6	104.5	103.5	106.6	104.5
16-17	111.0	110.0	115.1	115.5	119.1	119.5

Derived from table 1.

The census data available--age, sex, color, urban or rural residence, and region--for the analysis of age-grade school progress are those which reflect some of the factors mentioned above. A more refined analysis probably would show that it is not farm residence or color *per se* that are the significant variables, but that they are associated with other factors which have a more direct influence on school progress.

This analysis necessarily ignores individual variations in school progress and the possibility that some children may be retarded in school for reasons of illness or other temporary circumstances. Neither is it possible to consider qualitative differences in schooling, and it is necessary to assume that one year of school has the same significance no matter where, or under what circumstances, the schooling is received. It is quite possible, however, that a person retarded in one school system may have an educational background equal to that of a child in an accelerated grade in a different system. Also, it may be that children enrolled in a college preparatory course in high school are engaged in more difficult studies than those enrolled in a vocational or general course, and that retardation may reflect difficulty of subject matter as well as other factors. These are among the important considerations which should be kept in mind in the interpretation of the data presented in this report.

Data on age-grade school progress have important implications for the individual and for the society. Formal education is increasingly a requirement for even relatively unskilled jobs, if only because employers are able to choose from a large number of persons all of whom have the same amount of formal education. The young person who enters the labor market without a high school education or at an older age than his peers may be at an initial disadvantage in competing for available jobs. Retardation in school may also be related to failure to complete high school and may reduce the chances of college attendance or other education beyond high school. From an economic view, school retardation is sometimes interpreted as evidence of an unnecessary cost of education. ^{4/}

^{4/} For a general discussion of this topic, see: W. D. Wall, F. J. Schonell, and Willard C. Olson. *Failure in School*. UNESCO, Institute for Education. Hamburg, 1962. Chapter II (pp. 13-36) contains data on school progress in other countries.

As mentioned earlier, gross data on school enrollment do not indicate the extent to which children in school are enrolled in the grades expected for their age. In this section, the age-grade progress of children in three age groups is compared for 1950 and 1960.

Basic to the idea of progress in school is a standard by which progress can be gauged. The standard used in previous descriptions of age-grade progress, and the one adopted here, is based on the actual distribution of enrollment by single years of age and single grades in which enrolled. The grades expected for a given age are those grades which (1) include a majority of all children of that age; (2) encompass the three measures of central tendency (mean, median, and mode); (3) contain larger proportions of children than any other two adjacent grades; and (4) show a regular progression with age. ^{5/}

Throughout this report, the U. S. standard of performance in 1950 and 1960 is the standard used to measure age-grade progress in school. The standard allows for variations in the age at which children enter school so that there are two expected or normal grades for any given age from 8 to 17 (table 3).

Table 3.--Expected grades for persons 8 to 17 years old by single years of age, United States, 1950 and 1960

Age	:	Expected grades	::	Age	:	Expected grades
8 years	:	2-3	::	13 years	:	7- 8
9	:	3-4	::	14	:	8- 9
10	:	4-5	::	15	:	9-10
11	:	5-6	::	16	:	10-11
12	:	6-7	::	17	:	11-12
	:		::		:	

Children enrolled in grades above those expected for their age are said to be accelerated in school; those in grades below those expected, retarded in school. The term "retarded" refers only to whether the child is in a grade below those which are the statistical norm for his age; no other meaning is intended, or should be inferred.

Comparisons of age grade progress of children aged 8 to 17 years are summarized in tables 4, 5, and 6 for 1950 and 1960. These comparisons show that the differences in the proportions of rural-nonfarm and rural-farm children enrolled in expected grades in 1950 had largely disappeared by 1960 (table 4). In both years, expected enrollment in each age group was highest among urban children, but the percentage-point differences between urban and rural children had narrowed over the decade. Similarly, differences between whites and nonwhites were less in 1960 than in 1950. In 1960, however, white-nonwhite differences were still substantial, particularly at ages 16 and 17 where 83 percent of whites but only 62 percent of nonwhites were enrolled in expected grades.

Among children 14 to 17 years old, retardation rates in 1960 were highest for rural-nonfarm children (table 5). In 1960, as in 1950, the sharpest differences were between whites and nonwhites. For example, about 2-1/2 times as many nonwhites as whites aged 14-15 were in retarded grades in 1960. The leveling of retardation

^{5/} Bernert, p. 161 (cited in footnote 1).

Table 4.--Percent of school enrollment 8 to 17 years old in expected grades by sex, color, and residence, 1960 and 1950

Sex, color, and residence	8 to 13 years old		14 and 15 years old		16 and 17 years old	
	1960	1950	1960	1950	1960	1950
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Both sexes						
Total	87.2	77.6	79.6	66.4	81.0	69.4
White	88.9	80.7	82.1	69.9	83.3	72.9
Nonwhite	75.7	55.8	61.4	40.2	61.5	40.4
Urban	88.1	81.5	81.3	70.9	82.2	72.7
Rural nonfarm	85.5	75.6	75.9	63.2	78.1	66.7
Rural farm	85.0	69.8	77.3	58.2	80.2	62.5
Male						
Total	85.8	75.3	76.9	62.2	78.1	65.5
White	87.6	78.6	79.6	65.7	80.7	69.1
Nonwhite	73.4	52.0	57.4	35.1	56.8	34.5
Urban	87.0	79.8	79.3	67.5	79.8	69.5
Rural nonfarm	83.6	72.7	72.1	57.8	74.2	61.8
Rural farm	83.1	66.7	74.2	53.4	77.1	57.8
Female						
Total	88.6	80.0	82.3	70.8	83.9	73.3
White	90.2	83.0	84.7	74.3	86.1	76.8
Nonwhite	77.9	59.6	65.5	45.2	66.4	45.9
Urban	89.2	83.2	83.4	74.3	84.6	75.9
Rural nonfarm	87.6	78.7	80.0	68.9	82.3	71.6
Rural farm	87.0	73.1	80.8	63.2	83.6	67.3

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. Detailed Characteristics. United States Summary. Final Report PC(1)-1D. 1963. Table 168; Eleanor H. Bernert. America's Children. New York. John Wiley and Sons, Inc. 1958. Table 25.

Table 5.--Percent of school enrollment 8 to 17 years old retarded in school by sex, color, and residence, United States, 1960 and 1950

Sex, color, and residence	8 to 13 years old		14 and 15 years old		16 and 17 years old	
	1960	1950	1960	1950	1960	1950
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Both sexes						
Total	8.3	15.9	14.6	25.7	15.0	23.4
White	7.0	12.9	12.4	22.1	12.7	19.9
Nonwhite	17.2	36.6	30.3	52.3	23.7	52.4
Urban	6.9	13.6	12.1	22.0	13.1	21.5
Rural nonfarm	11.0	21.3	19.8	32.7	19.4	29.9
Rural farm	11.2	26.5	17.9	37.5	17.4	34.3
Male						
Total	10.0	18.5	17.9	30.4	18.4	28.0
White	8.5	15.4	15.5	26.7	15.8	24.4
Nonwhite	20.2	41.1	35.7	58.7	39.6	59.3
Urban	8.4	15.9	14.8	26.3	15.9	25.8
Rural nonfarm	13.3	24.7	24.2	38.8	23.7	35.4
Rural farm	13.4	30.2	21.8	43.3	20.8	39.8
Female						
Total	6.6	13.0	11.2	20.7	11.6	18.8
White	5.4	10.3	9.2	17.1	9.6	15.4
Nonwhite	14.3	32.0	24.8	46.2	27.7	45.8
Urban	5.4	11.4	9.3	17.6	10.1	17.2
Rural nonfarm	8.7	17.8	15.0	26.2	14.8	24.3
Rural farm	8.9	22.5	13.8	31.4	13.5	28.8

Source: See note to table 4.

Table 29.--Texas and Oklahoma packers: State of origin of livestock slaughtered, by type of livestock, 1959 1/

Location and type	Texas	Oklahoma	Kansas	Other States	Total
	Percent	Percent	Percent	Percent	Percent
<u>Texas packers:</u>					
Heifers and steers...	84.6	2.2	.5	12.7	100.0
Cows and bulls.....	95.9	1.1	.1	2.9	100.0
Calves and vealers...	96.1	.8	<u>1/</u>	3.1	100.0
Sheep and lambs.....	84.0	.4	<u>1/</u>	15.6	100.0
Hogs.....	59.8	4.6	1.5	34.1	100.0
<u>Oklahoma packers:</u>					
Heifers and steers...	1.6	78.9	9.7	9.8	100.0
Cows and bulls.....	5.0	88.5	5.8	.7	100.0
Calves and vealers...	1.0	86.8	6.9	5.3	100.0
Sheep and lambs.....	<u>1/</u>	98.5	1.5	<u>1/</u>	100.0
Hogs.....	<u>1/</u>	48.0	8.6	43.4	100.0

1/ Less than .05 percent.

Oklahoma packers, like Texas packers, depended primarily on producers within their own state for livestock (table 29). Almost all of the cattle and calves slaughtered in Oklahoma were bought in Oklahoma as compared to 50 percent of the hogs. The remaining cattle and calf requirements of Oklahoma packers were purchased in Kansas, Nebraska, Iowa, Illinois, and Texas. Out-of-state slaughter hog requirements usually were obtained in Kansas, Missouri or Iowa. Kansas was more important as a source of supply to Oklahoma packers than to Texas packers.

Livestock Purchases by Market Type

Southern Plains meatpackers rely heavily on terminal markets and auctions for their supplies of slaughter livestock (table 30). While Oklahoma packers are terminal market oriented, auctions are relatively more important supply sources of Texas packers. A greater proportion of livestock is bought direct from producers or feedlots in Texas than in Oklahoma.

In both Texas and Oklahoma, the degree to which each type of market was patronized varied with the type of livestock purchased and geographic source of purchases. Auctions were major sources of calves in both Oklahoma and Texas. In Texas they also were major suppliers of slaughter cows and bulls, but in Oklahoma auctions were relatively less important as sources of lower quality cattle. Direct purchases of hogs and sheep and lambs were more important sources for Texas than for Oklahoma packers. Purchases by Texas packers of slaughter steers and heifers from producers or from feedlots were especially important representing about 43 percent of total Texas purchases. Central markets were the principal type of market used by Oklahoma packers for acquiring Oklahoma steers and heifers, and for out-of-state slaughter livestock (table 30).

rates between the ages 14-15 and 16-17 is due in part to the fact that a large proportion of children in retarded grades have by ages 16-17 reached the age where they are legally allowed to leave school. Enrollment rates are lower at ages 16 and 17 partly because a substantial number of children who have failed to maintain normal school progress have dropped out of regular schools and partly because some have already graduated from high school but have not enrolled in college.

A fairly small proportion of children were enrolled in grades above those expected, and little change occurred between 1950 and 1960 in the proportions in accelerated grades (table 6). In 1960, rural-nonfarm children ranked lowest on acceleration and urban children, highest. There was a consistent, though small, difference between whites and nonwhites in acceleration, with higher proportions of nonwhites in each age group in accelerated grades. Data are not available to provide a basis for determining the significance of this difference.

To summarize the changes in age-grade school progress between 1950 and 1960: In both years retardation rates increased with age and urban retardation rates were lower than those for rural children. There was a general decrease in the proportion retarded in school. The major difference between the patterns of 1950 and 1960 was the reversal of the position of rural-nonfarm and rural-farm children insofar as school progress was concerned, so that rates of retardation were lower for farm children than for rural-nonfarm children in 1960. The change in definition of farm residence between 1950 and 1960 may have affected enrollment data, but on the basis of the limited data available at present, it is not possible to determine the factors that produced this reversal which occurred in the South as well as in the North and West.

The distribution of children enrolled in school in 1960 by single years of age and single grades in which they were enrolled, shown for the United States in table 7, yields an empirical pattern of age-grade progress identical to that shown in table 3 and to that used in the Bernert and Ypsilantis study of 1950 Census data. Similar tables for nonwhites (table 8), and the rural-farm population (table 9) show that the pattern for rural-farm children closely resembles that for the total U. S. Among nonwhites, the percentage in expected and accelerated grades together ranged from about 4 points lower than the total U. S. at age 8, to about 20 points lower at age 17. Nonetheless, a span of two grades contained a majority of all nonwhites at each age, and in no case was there a higher proportion of nonwhites in the lower grade of the two grade span than in the higher grade. 6/

The following discussion is focused on comparisons of the proportions of farm and nonfarm children in expected and retarded grades. Numbers from which the proportions were derived are shown in table 10.

In 1960, 83 percent of all boys 8 to 17 years old and enrolled in school were in grades expected for their age; about 13 percent were 1 or more years below the modal grades and about 4 percent were in accelerated grades (table 11). Among nonwhite boys about 68 percent were in expected grades, 25 percent in retarded grades, and 6 percent in accelerated grades. Similar but not as marked differences existed between white and nonwhite girls in the U. S. in 1960.

6/ In 1950, Bernert and Ypsilantis computed separate standards of age-grade progress for whites and nonwhites. By 1960, however, the sharp differences between whites and nonwhites, at the U. S. level, had narrowed to the point where expected grades for nonwhites met the criteria discussed above. For this reason, as well as to permit comparison on a uniform standard, all comparisons of age-grade performance in this report are based on the U. S. standard.

Table 7.--Year of school in which enrolled for persons 5-17 years old
by single years of age, United States, 1960

Age	Persons enrolled in school		Percent enrolled in:															
			Kinder- garten	Elementary school								High school				College		
	1	2		3	4	5	6	7	8	9	10	11	12	1	2	3		
	Thou.	Pct.																
5 years	1,777	100.0	85.0	13.3	1.2	0.5	--	--	--	--	--	--	--	--	--	--	--	
6	3,194	100.0	20.0	72.7	6.4	0.7	0.2	--	--	--	--	--	--	--	--	--	--	
7	3,656	100.0	--	35.6	58.4	5.4	0.5	0.1	--	--	--	--	--	--	--	--	--	
8	3,542	100.0	--	4.0	35.9	55.7	4.0	0.3	0.1	--	--	--	--	--	--	--	--	
9	3,405	100.0	--	0.8	5.7	36.2	53.5	3.4	0.3	0.1	--	--	--	--	--	--	--	
10	3,412	100.0	--	0.3	1.2	6.7	34.6	52.9	3.8	0.4	0.1	--	--	--	--	--	--	
11	3,406	100.0	--	0.1	0.4	1.6	7.1	34.3	51.9	4.0	0.5	0.1	--	--	--	--	--	
12	3,495	100.0	--	0.1	0.2	0.6	2.1	7.6	33.0	51.4	4.3	0.6	0.1	--	--	--	--	
13	3,408	100.0	--	0.1	0.1	0.3	0.8	2.3	8.0	34.5	49.1	4.0	0.6	0.2	--	--	--	
14	2,620	100.0	--	0.2	0.1	0.2	0.4	1.0	2.8	9.2	31.2	48.8	5.2	0.7	0.2	--	--	
15	2,603	100.0	--	0.2	0.5	0.1	0.2	0.5	1.1	3.3	9.3	31.5	47.7	4.9	0.6	0.1	--	
16	2,450	100.0	--	0.3	0.3	0.4	0.2	0.3	0.5	1.2	3.2	8.8	30.2	49.4	4.9	0.2	0.1	
17	2,171	100.0	--	0.2	0.3	0.3	0.2	0.2	0.3	0.6	1.5	3.1	8.2	31.8	50.7	2.3	0.2	0.1

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. Detailed Characteristics. United States Summary.
Final Report PC (1)-1D. Table 168.

Table 8.--Year of school in which enrolled for nonwhite persons 5-17 years old
by single years of age, United States, 1960

Age	Persons enrolled in school		Percent enrolled in:																
			Kinder- garten	Elementary school								High school				College			
	Thou.	Pct.		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
5 years	243	100.0	69.1	27.2	2.8	0.9	--	--	--	--	--	--	--	--	--	--	--	--	
6	422	100.0	13.1	72.7	12.2	1.6	0.4	--	--	--	--	--	--	--	--	--	--	--	
7	491	100.0	--	36.2	53.1	9.5	1.0	0.2	--	--	--	--	--	--	--	--	--	--	
8	473	100.0	--	7.5	36.8	48.2	6.6	0.8	0.1	--	--	--	--	--	--	--	--	--	
9	468	100.0	--	2.0	10.8	37.1	43.8	5.6	0.5	0.2	--	--	--	--	--	--	--	--	
10	461	100.0	--	0.8	3.2	12.9	35.4	41.1	5.6	0.8	0.2	--	--	--	--	--	--	--	
11	445	100.0	--	0.3	1.2	4.5	13.5	34.0	39.6	5.8	0.8	0.3	--	--	--	--	--	--	
12	423	100.0	--	0.2	0.6	1.9	5.8	14.5	33.1	36.4	5.9	1.3	0.3	--	--	--	--	--	
13	385	100.0	--	0.2	0.3	1.1	2.7	6.4	15.1	32.5	33.8	6.2	1.4	0.3	--	--	--	--	
14	325	100.0	--	0.3	0.3	0.6	1.5	3.4	7.1	15.9	30.1	32.0	7.1	1.3	0.4	--	--	--	
15	313	100.0	--	0.3	0.4	0.4	0.9	1.9	3.7	7.9	16.0	29.7	31.0	6.6	1.1	0.1	--	--	
16	276	100.0	--	0.3	0.4	0.5	0.6	1.0	1.9	3.9	8.0	16.0	29.0	31.8	6.3	0.2	0.1	--	
17	227	100.0	--	0.3	0.4	0.5	0.5	0.7	1.3	2.3	4.4	8.5	16.1	30.5	31.9	2.2	0.3	0.1	

Source: See note to table 7.

Table 9.--Year of school in which enrolled for rural-farm residents 5-17 years old
by single years of age, United States, 1960

Age	Persons enrolled in school		Percent enrolled in:																
			Kinder- garten	Elementary school								High school				College			
				1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
	Thou.	Pct.																	
5 years	69	100.0	66.8	29.5	2.5	1.2	--	--	--	--	--	--	--	--	--	--	--	--	
6	214	100.0	12.0	80.1	6.9	0.8	0.2	--	--	--	--	--	--	--	--	--	--	--	
7	288	100.0	--	39.3	55.1	5.0	0.5	0.1	--	--	--	--	--	--	--	--	--	--	
8	292	100.0	--	5.6	38.5	52.0	3.5	0.3	0.1	--	--	--	--	--	--	--	--	--	
9	290	100.0	--	1.4	7.4	37.9	50.1	2.8	0.3	0.1	--	--	--	--	--	--	--	--	
10	300	100.0	--	0.5	2.2	8.2	36.1	49.1	3.4	0.4	0.1	--	--	--	--	--	--	--	
11	304	100.0	--	0.2	0.8	2.8	8.6	35.8	47.8	3.5	0.4	0.1	--	--	--	--	--	--	
12	317	100.0	--	0.1	0.4	1.2	3.3	8.9	35.0	47.1	3.5	0.4	0.1	--	--	--	--	--	
13	312	100.0	--	0.1	0.2	0.6	1.5	3.7	9.1	36.3	44.6	3.2	0.5	0.2	--	--	--	--	
14	277	100.0	--	0.3	0.1	0.4	0.8	1.8	4.1	10.2	32.8	44.6	4.2	0.5	0.2	--	--	--	
15	278	100.0	--	0.2	0.5	0.2	0.5	0.9	1.9	4.4	9.7	32.2	45.0	4.0	0.5	1/	--	--	
16	263	100.0	--	0.2	0.4	0.4	0.2	0.5	0.9	1.9	4.1	8.6	32.0	46.7	4.0	0.1	1/	--	
17	229	100.0	--	0.1	0.2	0.5	0.2	0.3	0.6	1.1	2.3	3.7	8.5	34.3	47.6	0.5	0.1	1/	

1/ Less than 0.1 percent.

Source: See note to table 7.

Table 10.--Number of persons 8-17 years old enrolled in accelerated, expected, and retarded grades
by age, color, and residence, United States, 1960
(Numbers in thousands and rounded without adjustment to group totals)

Age, color, and residence	Total					Male				
	Total	Acceler- ated	Expected	Retarded 1 grade	Retarded 2 or more grades	Total	Acceler- ated	Expected	Retarded 1 grade	Retarded 2 or more grades
Total, 8-17 years	30,512	1,419	25,916	2,224	953	15,557	658	12,933	1,373	593
8-13	20,668	932	18,019	1,346	371	10,516	438	9,026	823	230
14-15	5,223	304	4,155	483	281	2,674	138	2,057	302	177
16-17	4,622	184	3,742	395	301	2,367	82	1,850	248	187
Nonwhite	3,796	266	2,710	508	312	1,908	117	1,307	292	192
8-13	2,655	189	2,009	325	132	1,332	85	978	188	81
14-15	639	53	392	102	91	321	22	184	58	57
16-17	502	24	309	81	89	254	9	144	46	55
Urban										
Total	20,159	1,053	17,351	1,284	471	10,214	490	8,646	791	286
8-13	13,762	688	12,123	772	179	6,970	324	6,067	471	109
14-15	3,373	222	2,744	274	134	1,711	101	1,357	171	82
16-17	3,023	144	2,484	238	158	1,532	65	1,223	149	95
Nonwhite	2,542	205	1,926	283	128	1,269	91	935	164	79
8-13	1,806	146	1,431	177	52	902	67	700	103	32
14-15	410	40	276	58	36	204	17	131	33	22
16-17	326	19	219	48	40	164	7	104	28	24
Rural-nonfarm										
Total	7,493	258	6,201	698	335	3,857	118	3,092	432	214
8-13	5,091	175	4,354	429	133	2,609	81	2,180	264	84
14-15	1,295	56	983	154	102	673	25	485	96	67
16-17	1,107	28	864	115	100	575	12	427	73	64
Nonwhite	847	42	550	146	110	431	18	263	83	68
8-13	580	29	408	96	48	293	13	197	55	29
14-15	151	9	81	29	33	77	4	37	16	20
16-17	116	4	62	22	29	60	1	29	12	18
Rural farm										
Total	2,861	108	2,365	242	146	1,487	50	1,194	150	93
8-13	1,815	70	1,542	145	58	937	33	779	89	37
14-15	555	26	429	55	45	291	12	216	35	29
16-17	492	12	394	42	43	259	5	200	26	27
Nonwhite	407	18	235	79	75	207	8	109	45	46
8-13	268	13	170	52	32	137	6	81	30	20
14-15	78	4	36	16	22	40	2	16	8	14
16-17	60	2	28	11	19	30	1	12	6	12

Source: See note to table 7.

Table 11.--Percent of school enrollment 8 to 17 years old in accelerated, expected, and retarded grades
male and female, by age, color, and residence, United States, 1960
(Percents independently rounded and may not always total 100.0)

Age, color, and residence	Male				Female			
	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Total, 8-17 years	4.2	83.1	8.8	3.8	5.1	86.8	5.7	2.4
8-13	4.2	85.8	7.8	2.2	4.9	88.6	5.2	1.4
14-15	5.2	76.9	11.3	6.6	6.5	82.3	7.1	4.1
16-17	3.5	78.1	10.5	7.9	4.5	83.9	6.5	5.1
White	4.0	85.2	7.9	2.9	4.7	88.6	4.9	1.8
8-13	3.8	87.6	6.9	1.6	4.4	90.2	4.4	1.0
14-15	4.9	79.6	10.4	5.1	6.1	84.7	6.1	3.1
16-17	3.5	80.7	9.6	6.2	4.3	86.1	5.6	4.0
Nonwhite	6.1	68.5	15.3	10.1	7.9	74.3	11.4	6.3
8-13	6.4	73.4	14.1	6.1	7.8	77.9	10.4	3.9
14-15	7.0	57.4	18.0	17.7	9.7	65.5	13.9	10.9
16-17	3.7	56.8	18.1	21.5	5.9	66.4	14.0	13.7
Urban	4.8	84.7	7.7	2.8	5.7	87.5	5.0	1.9
White	4.5	86.2	7.0	2.3	5.2	88.9	4.3	1.6
8-13	4.2	88.4	6.1	1.3	4.8	90.5	3.9	0.9
14-15	5.6	81.3	9.2	3.9	6.7	85.3	5.4	2.6
16-17	4.2	81.8	8.9	5.2	5.1	86.2	5.2	3.5
Nonwhite	7.2	73.7	12.9	6.2	9.0	77.8	9.3	3.9
8-13	7.4	77.6	11.4	3.5	8.8	80.8	8.2	2.2
14-15	8.5	64.3	16.3	10.9	11.0	70.2	11.9	6.9
16-17	4.6	63.4	17.1	15.0	7.0	71.1	12.3	9.6
Rural nonfarm	3.1	80.2	11.2	5.6	3.9	85.5	7.3	3.3
White	2.9	82.6	10.2	4.3	3.6	87.6	6.3	2.5
8-13	2.9	85.7	9.0	2.4	3.5	89.4	5.7	1.4
14-15	3.6	75.2	13.4	7.7	4.6	82.9	8.2	4.3
16-17	2.1	77.3	11.8	8.8	2.8	85.0	7.0	5.2
Nonwhite	4.1	61.0	19.2	15.7	5.9	68.9	15.1	10.1
8-13	4.4	67.2	18.6	9.8	5.8	73.4	14.3	6.6
14-15	4.6	48.2	20.8	26.5	7.5	58.9	17.1	16.5
16-17	2.3	47.5	20.0	30.3	4.1	59.1	17.1	19.7
Rural farm	3.4	80.3	10.1	6.2	4.2	85.2	6.7	3.9
White	3.3	84.8	8.3	3.7	4.0	89.0	4.9	2.1
8-13	3.4	87.2	7.3	2.1	3.9	90.3	4.5	1.3
14-15	4.0	79.7	10.5	5.9	5.3	85.5	5.9	3.3
16-17	2.1	82.1	9.0	6.8	2.8	87.9	5.2	4.1
Nonwhite	3.8	52.6	21.5	22.2	5.4	63.1	17.4	14.1
8-13	4.1	59.3	22.0	14.6	5.6	68.1	17.0	9.3
14-15	3.9	39.8	21.2	35.1	6.3	53.0	18.8	21.9
16-17	1.9	39.2	19.5	39.3	3.3	54.3	17.2	25.2

Source: See note to table 7.

Enrollment in expected and accelerated grades was higher among urban than among rural children. Within the rural population, there was little difference between farm and nonfarm children in overall rates of age-grade school progress. About the same proportion of urban and farm whites were in expected grades. Among farm nonwhites, however, only 39 percent of nonwhite boys 14 to 17 years old were in expected grades and 57 percent were retarded at least 1 year. The same general pattern of color differences was characteristic of farm girls, although girls more nearly approached normal age-grade progress than did boys.

Among white children, rural-farm retardation rates were higher than urban but lower than rural-nonfarm, whereas among nonwhite children retardation rates were highest for rural-farm children and lowest in urban areas. In each age-sex category, the lowest nonwhite retardation rate (that of urban children) exceeded the highest white rate of retardation (that of rural-nonfarm children).

For rural nonwhite males 16 and 17 years old, the normal situation was retardation in school. About half of all rural nonwhite boys and about a third of all urban nonwhite boys were at least 1 year behind the grades expected for children 16 and 17. A similar, but less extreme pattern, was characteristic of rural nonwhite girls 16 and 17 years old, about 38 percent of whom were retarded in school.

Males 16 and 17 showed highest rates of severe retardation--2 or more years--particularly among nonwhites. Proportionately 5.8 times as many nonwhite as white farm males 16 and 17 were retarded 2 or more years. Comparable ratios for rural-nonfarm and urban males 16 and 17 years old were 3.4 and 2.9, respectively. Similar white-nonwhite differences--at generally lower levels--were characteristic of girls. For example, the rate of severe retardation for nonwhite farm girls 16 and 17 years old was about 6 times as high as the rate for white farm girls of the same age.

The comparatively low rates of school enrollment among nonwhites 16 and 17 probably reflect the fact that children considerably behind their classmates in academic progress experienced a higher drop-out rate than did children who maintained normal school progress. Further, it is likely that a significant proportion of children in retarded grades will fail to complete high school.

In summary: For the U. S. as a whole, rates of retardation among white males in 1960 did not exceed 16 percent for any age group, whereas they ranged from 20 to 40 percent for nonwhites. Among white girls, retardation rates were less than 10 percent in each age group but ranged from 14 to 28 percent for all nonwhite girls.

As described earlier, there were substantial reductions in retardation rates during the 1950's. In the U. S. and in the South there was a reduction in the white-nonwhite differences in the proportion of children 8-13 and 14-15 years old in retarded grades. In the South, white-nonwhite differences in retardation rates for urban boys 14-15 and 16-17 years old were narrowed considerably, but among Southern farm boys, white-nonwhite differences in the percentage of 16-17-year-olds retarded in school were about the same in 1960 (37 percentage points) as in 1950 (39 percentage points [table 12]).

Despite reductions in retardation rates, 47 percent of all Southern nonwhite boys 16-17 years old compared with 28 percent of nonwhites of the same age in the North and West were retarded in school in 1960 (tables 13 and 14). The ages 16 and 17 are those characterized by comparatively low proportions of children enrolled in school and in most States are the ages provisions for compulsory school attendance no longer apply, or at which exceptions may be made.

As in 1950, the proportion of boys retarded in school in 1960 was higher in the South than in the rest of the U. S. In the two younger age groups, the retardation rate

Table 12.--Percent of white and nonwhite males 8 to 17 years old retarded in school by age and for the United States and by age, and urban and rural farm for the South, 1960 and 1950

Area and age	1960		1950	
	White	Nonwhite	White	Nonwhite
United States				
8-13 years	8.5	20.2	15.4	41.1
14-15	15.5	35.7	26.8	58.7
16-17	15.8	49.6	24.4	59.2
South				
Urban				
8-13	11.4	19.0	27.6	34.2
14-15	20.1	33.8	30.3	53.9
16-17	20.3	38.0	27.9	55.8
Rural farm				
8-13	15.5	37.2	30.6	61.8
14-15	25.8	57.3	46.8	80.3
16-17	23.6	60.4	43.1	81.9

America's Children, op. cit. table 80 and source cited in note in table 13.

for white boys in the South was about twice that of whites in the North and West. Among white boys, rates of retardation were lowest for urban children and highest for rural-nonfarm children in the South and in the North and West. Among nonwhite boys in these regions, retardation rates were highest among rural-farm residents. The pattern of white-nonwhite differences was similar in these regions, but the level of retardation was considerably higher in the South.

REGIONAL AND COLOR VARIATIONS AMONG RURAL-FARM BOYS

Comparisons of the age-grade progress of farm boys show differences between the two broad regions--North and West, and South--and between white and nonwhite boys within each of the broad regions (table 15). Retardation rates for white farm boys in the North and West were less than half as high as those for white farm boys in the South. The age-grade progress of white farm boys in the North and West more closely resembled that of white urban boys than that of Southern white farm boys. In contrast, retardation rates for Southern white farm boys were about the same as those characteristic of nonwhite urban boys in the U. S. as a whole.

In the U. S. in 1960, farm boys comprised about 10 percent of all boys 8 to 17 years old enrolled in school, but accounted for about 16 percent of all boys retarded two or more years in school; nonwhite farm boys comprised only about 1 percent of all boys enrolled, but about 8 percent of all boys retarded 2 or more years.

IMPLICATIONS

The comparatively high rates of retardation in school characteristic of rural youth raise a number of questions about the implications of retardation for their future educational and occupational careers. At the very least, school retardation means

Table 13.--Percent of school enrollment 8 to 17 years old in accelerated, expected, and retarded grades, male and female, by age, color, and residence, South, 1960
(Percents independently rounded and many not always total 100.0)

Age, color, and residence	Male				Female			
	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Total, 8-17 years	3.5	76.4	12.9	7.2	4.5	82.2	8.9	4.4
8-13	3.5	80.3	11.8	4.4	4.3	84.7	8.2	2.8
14-15	4.4	67.2	15.8	12.5	6.0	75.8	10.8	7.4
16-17	2.6	69.3	14.1	14.0	3.8	78.1	9.5	8.7
White	3.1	80.2	11.4	5.4	3.8	85.6	7.4	3.2
8-13	3.0	83.6	10.3	3.2	3.5	87.7	6.8	2.0
14-15	3.9	72.0	14.6	9.4	5.1	80.3	9.2	5.4
16-17	2.5	74.4	12.7	10.4	3.3	82.5	7.8	6.3
Nonwhite	5.2	63.7	17.7	13.5	7.0	71.1	13.6	8.3
8-13	5.4	69.5	16.8	8.3	6.7	75.4	12.6	5.2
14-15	6.0	50.8	20.0	23.2	8.9	61.2	15.8	14.1
16-17	3.1	50.4	19.2	27.4	5.5	61.9	15.5	17.1
Urban	3.7	79.9	11.3	5.1	4.6	84.5	7.7	3.2
White	3.0	82.8	10.1	4.1	3.6	87.2	6.6	2.6
8-13	2.8	85.8	9.0	2.4	3.3	89.0	6.1	1.6
14-15	3.9	75.9	13.1	7.0	4.9	82.7	8.1	4.3
16-17	2.8	76.8	11.9	8.4	3.7	83.5	7.4	5.4
Nonwhite	6.2	69.9	15.3	8.7	7.9	75.6	11.2	5.3
8-13	6.3	74.7	13.9	5.1	7.4	79.2	10.3	3.1
14-15	7.5	58.6	18.5	15.3	10.4	66.9	13.6	9.2
16-17	3.9	58.0	18.2	19.8	7.0	67.2	13.6	12.2
Rural nonfarm	3.3	73.1	14.5	9.1	4.3	80.1	10.1	5.4
White	3.0	76.9	13.1	7.0	3.8	83.6	8.6	4.0
8-13	3.0	80.9	11.9	4.1	3.7	85.9	8.0	2.4
14-15	3.8	66.8	16.7	12.7	5.0	77.0	11.1	6.8
16-17	2.0	70.5	14.2	13.4	2.8	80.6	8.7	7.9
Nonwhite	4.3	59.7	19.5	16.4	6.2	68.0	15.3	10.4
8-13	4.5	66.2	18.9	10.3	6.1	72.7	14.4	6.8
14-15	4.9	45.9	21.2	28.1	8.2	57.3	17.4	17.2
16-17	2.4	45.4	20.3	31.9	4.3	58.3	17.3	20.1
Rural farm	3.6	69.9	15.0	11.5	4.9	77.5	10.7	7.0
White	3.5	77.4	12.2	6.8	4.6	83.9	7.6	3.8
8-13	3.7	80.8	11.2	4.3	4.5	85.9	7.1	2.4
14-15	4.3	69.9	15.2	10.6	6.3	78.8	9.1	5.8
16-17	2.2	74.2	12.2	11.4	2.8	82.9	7.6	6.6
Nonwhite	3.8	51.8	21.8	22.7	5.4	62.6	17.7	14.2
8-13	4.2	58.6	22.2	15.0	5.7	67.7	17.3	9.3
14-15	4.0	38.8	21.5	35.8	6.4	52.3	19.1	22.2
16-17	1.8	37.8	19.9	40.5	3.3	53.5	17.8	25.5

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. Detailed Characteristics. United States Summary.
Final Report PC(1)-1D. Table 240.

Table 14.--Percent of school enrollment 8 to 17 years old in accelerated, expected, and retarded grades, male and female, by age, color, and residence, North and West, 1960
(Percents independently rounded and may not always total 100.0)

Age, color, and residence	Male				Female			
	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades	Accelerated	Expected	Retarded 1 grade	Retarded 2 or more grades
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Total, 8-17 years	4.6	86.4	6.9	2.2	5.4	89.0	4.2	1.4
8-13	4.5	88.5	5.9	1.1	5.1	90.5	3.7	0.7
14-15	5.5	81.7	9.0	3.7	6.7	85.6	5.3	2.4
16-17	3.9	82.2	8.9	5.1	4.8	86.6	5.2	3.4
White	4.3	87.1	6.6	2.0	5.0	89.8	3.9	1.3
8-13	4.2	89.2	5.6	1.0	4.8	91.2	3.4	0.7
14-15	5.3	82.7	8.6	3.4	6.4	86.5	4.9	2.2
16-17	3.8	83.1	8.4	4.7	4.7	87.5	4.7	3.1
Nonwhite	7.6	76.0	11.6	4.8	9.3	79.3	8.2	3.2
8-13	7.9	79.5	10.0	2.7	9.5	81.8	6.9	1.8
14-15	8.6	68.3	14.7	8.4	10.8	72.7	10.8	5.7
16-17	4.7	67.0	16.2	12.0	6.6	73.5	11.6	8.4
Urban	5.2	86.4	6.5	2.0	6.1	88.6	4.0	1.4
White	4.9	87.3	6.0	1.8	5.7	89.5	3.6	1.2
8-13	4.7	89.2	5.1	0.9	5.3	90.9	3.2	0.6
14-15	6.1	83.0	7.9	3.0	7.3	86.1	4.5	2.1
16-17	4.6	83.2	8.0	4.2	5.5	87.0	4.5	3.0
Nonwhite	8.1	77.1	10.8	3.9	10.0	79.9	7.5	2.6
8-13	8.4	80.3	9.2	2.1	10.1	82.3	6.3	1.4
14-15	9.4	69.7	14.2	6.8	11.7	73.3	10.3	4.7
16-17	5.1	68.5	16.0	10.4	7.0	74.7	11.1	7.2
Rural Nonfarm	2.9	85.5	8.7	2.9	3.5	89.6	5.2	1.7
White	2.9	86.0	8.4	2.6	3.5	90.1	4.9	1.5
8-13	2.9	88.5	7.3	1.3	3.4	91.5	4.3	0.8
14-15	3.5	80.6	11.3	4.6	4.3	86.6	6.4	2.7
16-17	2.2	81.3	10.3	6.2	2.8	87.6	6.0	3.7
Nonwhite	3.2	67.7	17.5	11.6	3.7	74.0	14.0	8.2
8-13	3.5	72.6	16.9	7.1	3.9	77.6	13.3	5.2
14-15	3.2	59.8	18.7	18.3	3.5	68.3	15.4	12.8
16-17	1.8	57.0	18.4	22.7	2.8	63.4	16.2	17.6
Rural farm	3.2	88.7	6.1	2.0	3.7	91.6	3.4	1.3
White	3.2	89.0	6.0	1.8	3.7	91.9	3.3	1.2
8-13	3.3	90.8	5.1	0.9	3.6	92.8	3.1	0.6
14-15	3.8	85.6	7.6	3.0	4.7	89.6	3.9	1.8
16-17	2.1	86.7	7.1	4.1	2.9	90.8	3.7	2.6
Nonwhite	3.5	65.9	16.8	13.8	4.2	71.6	12.2	12.0
8-13	3.7	70.3	17.5	8.5	4.2	74.9	12.8	8.2
14-15	3.0	55.7	17.0	24.3	5.5	64.2	12.8	17.5
16-17	3.2	60.1	13.8	22.9	3.1	66.9	9.0	20.9

Source: See note to Table 13.

Table 15.--Summary of age-grade school progress of rural-farm males 8 to 17 years old,
by age and color, for the North and West and South, 1960
(Numbers in thousands. Percents independently rounded and may not total 100.0)

Area and age	Percent									
	Number enrolled in school		In accelerated grades		In expected grades		Retarded 1 grade		Retarded 2 or more grades	
	White	Nonwhite	White	Nonwhite	White	Nonwhite	White	Nonwhite	White	Nonwhite
	Thou.	Thou.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
United States										
8-17 years	1,280	207	3.3	3.8	84.8	52.6	8.3	21.5	3.7	22.2
8-13	800	137	3.4	4.1	87.2	59.3	7.3	22.0	2.1	14.6
14-15	251	40	4.0	3.9	79.7	39.8	10.5	21.2	5.9	35.1
16-17	229	30	2.1	1.9	82.1	39.2	9.0	19.5	6.8	39.3
North and West										
8-17	811	12	3.2	3.5	89.0	66.1	6.0	16.7	1.8	13.7
8-13	510	8	3.3	3.7	90.8	70.3	5.1	17.5	0.9	8.5
14-15	156	2	3.8	3.0	85.6	55.7	7.6	17.0	3.0	24.3
16-17	145	2	2.1	3.2	86.7	60.1	7.1	13.8	4.1	22.9
South										
8-17	469	195	3.5	3.8	77.4	51.7	12.2	21.8	6.8	22.7
8-13	290	129	3.7	4.2	80.8	58.6	11.2	22.2	4.3	15.0
14-15	95	38	4.3	4.0	69.9	38.8	15.2	21.5	10.6	35.8
16-17	84	28	2.2	1.8	74.2	37.8	12.2	19.9	11.4	40.5

Source: See note to table 13.

that the youth enters the labor market at an older age than do his peers. There is also evidence that retardation is associated with leaving school before graduation. 7/ Since many rural boys will be competing for jobs in an urban labor market where completion of high school is often a minimum qualification for employment, the school drop-out is handicapped.

From the point of view of rural school systems, high rates of retardation entail additional costs because students must repeat grades, and school resources are used with something less than complete efficiency. Some have suggested that high rates of retardation may be due, in part, to unrealistic or inappropriate standards of performance, and to the relative lack of educational alternatives in rural school systems. Retardation may be related to the failure of children to acquire necessary basic skills, such as reading proficiency, early in their educational career and may reflect a weakness in primary education.

The generally lower levels of educational attainment characteristic of rural adults may mean that parents of rural children do not place as much emphasis upon the importance of education as do parents with more formal schooling. It may be also that both the parents' and the child's views of the occupations available in the rural community are ones that minimize the importance of education. 8/ This might be the case if there are significant rural-urban differences in attitudes toward education and in the realization of the social and economic importance of schooling.

Obviously, questions such as these cannot be answered on the basis of the data presented in this report. But the 1960 Census of Population obtained a wide range of information on the social and economic characteristics of children and their families. This information offers the possibility of providing much more than a description of age-grade school progress. For example, it offers the possibility of relating school progress to the socioeconomic status of the child's family, and of determining whether income, occupation, and parents' education are associated with variations in school progress. 9/

DEFINITIONS AND EXPLANATIONS

Age of person is age on his last birthday.

Color refers to white and nonwhite groups. Persons designated as nonwhite include Negroes, Indians, Japanese, Chinese, Filipino, and other nonwhite races. In 1960, 92 percent of all nonwhites were Negroes.

7/ One study found that over four-fifths of all drop-outs were retarded at least one year. (Margaret L. Plunkett and Naomi Riches. School and Early Employment Experience of Youth. Bulletin No. 1277. Bureau of Labor Statistics, U. S. Department of Labor. 1960. p. 16.)

8/ For a summary of recent research, see Lee G. Burchinal. Career Choices of Rural Youth in a Changing Society. North Central Regional Publication No. 142. Minn. Agr. Expt. Sta. 1962.

9/ Results derived from the March 1959 Current Population Survey show that 28 percent of the children of farmers and farm managers and 52 percent of the children of farm laborers were retarded in school. (U. S. Bureau of the Census. "Family Characteristics of Persons: March 1959" Current Population Reports. Series P-20, No. 112, December 29, 1961. Table 3.) Additional information on these and related questions is to be published by the Bureau of the Census in one of the Volume II Reports of the 1960 Census, and in a Census Monograph, tentatively titled Education of the American Population, by John K. Folger and Charles B. Nam.

Residence is designated as urban, rural-farm, or rural-nonfarm. In general, the urban population comprises all persons living in urbanized areas and in places of 2,500 inhabitants or more outside urbanized areas. In the 1960 Census, the urban population comprised all persons living in (a) places of 2,500 inhabitants or more incorporated as cities, boroughs, villages, and towns (except towns in New England, New York, and Wisconsin); (b) the densely settled urban fringe, whether incorporated or unincorporated, of urbanized areas; (c) towns in New England and townships in New Jersey and Pennsylvania which contained no incorporated municipalities as subdivisions and had either 25,000 inhabitants or more or a population of 2,500 to 25,000 and a density of 1,500 persons or more per square mile; (d) counties in States other than the New England States, New Jersey, and Pennsylvania that had no incorporated municipalities within their boundaries and had a density of 1,500 persons or more per square mile; and (e) unincorporated places of 2,500 inhabitants or more.

This definition of urban is substantially the same as that used in 1950; the major difference is the designation in 1960 of urban towns in New England and of urban townships in New Jersey and Pennsylvania.

The rural population is divided into the rural-farm and rural-nonfarm. In 1960, places of 10 acres or more were counted as farms if sales of farm products amounted to \$50 or more in 1959. Places of less than 10 acres were counted as farms if sales of farm products amounted to at least \$250 in 1959. In 1950, the respondent's answer to the question "Is this house on a farm or ranch?" determined whether the residents would be classified as rural farm or rural nonfarm.

In both 1950 and 1960 persons living in group quarters on institutional grounds, in summer camps or motels were classified as nonfarm residents; persons in households paying cash rent for a house and yard only which did not include land used for farming were counted as nonfarm. In 1960, contrary to the practice in 1950, no effort was made to identify farm population in urban areas.

The more restrictive definition of farm residence was adopted in 1960 to make it more consistent with the definition used in the 1959 Census of Agriculture. It excludes persons living on places considered farms by the occupants but from which agricultural products are not sold or the sales are below the specified minimum.

It was not possible to assess the effects on enrollment data which may have resulted from the use of a more restrictive definition of farm residence in 1960 than in 1950. In general, the people removed from the farm population by the change in definition had little or no dependence on agriculture but were of average or above average socioeconomic status.

Region refers to the South (Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas, and the District of Columbia) and North and West (all other States). In 1960, but not in 1950, Alaska and Hawaii were included in the North and West.

Persons were counted as enrolled in school in 1960 if they were reported as attending or as being enrolled in a "regular" school at any time between February 1, 1960 and the time of the enumeration in April 1960. Persons who had enrolled but not actually attended, for example because of illness, were counted as enrolled in school. The same definition applied in 1950.

Regular schools are those public, private, or parochial schools which offer formal education that may advance a person toward an elementary school certificate or high school diploma. Nursery schools, specialized vocational, trade, or business schools are not regarded as "regular" schools.

In 1960 questions on school enrollment were asked for a 25 percent sample of the population persons 5 to 34 years old and, in 1950, a 20 percent sample of persons 5 to 29 years old. In 1960, nonresponses were allocated on the basis of responses for persons with similar characteristics; about 8 percent of all responses on questions on school enrollment and 3 percent of all responses on level of school were allocated. In 1950, data for persons for whom information on level of school enrollment was not obtained were tabulated as "not reported". In this report, 1950 data on age-grade progress do not include the 1.9 percent not reporting on level of school enrollment in 1950.